
Base Lesson

National Content Standards

- NL-ENG.K-12.6 Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss print and non print texts.
- NL-ENG.K-12.9 Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- NPH-H.5-8.1 Students will comprehend concepts related to health promotion and disease prevention, including explaining relationship between positive health behaviors and the prevention of injury, illness, disease and premature death, analyze how environment and personal health are interrelated.
- NPH-H.5-8.3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks- such as demonstrate strategies to improve or maintain personal and family health; develop injury prevention and management strategies for personal and family health, and demonstrate ways to avoid and reduce threatening situations.
- NPH-H.5-8.5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- NPH-H.5-8.7 Students will demonstrate the ability to advocate for personal, family and community health.
- NS.5-8.6 Students should develop understanding of personal health; populations, resources, and environments; natural hazards; and risks and benefits.
- NSS-G.K-12.5 Students should understand how physical systems affect human systems.
- NSS-G.K-12.6 Students should understand how to apply geography to interpret the present and plan for the future.

State Content Standards Applicable

Not an exhaustive list; these standards are listed in cases where national standards are more general.

- R-5-16.1 Comparing stories to related personal experience, prior knowledge, or to other stories and experiences.
- W-5-11.2 Sharing thoughts, observations or impressions.
- W-5-2.2 Summarizing ideas.
- W5-2.3 Connecting what has been read/told to prior knowledge by referring to relevant ideas.
- R-4-4.2 Paraphrasing or summarizing key ideas/plot with major events sequenced, as appropriate to text.
- OC-5-1.1-1.5 In oral communication, students demonstrate interactive listening by following verbal instructions to perform specific tasks, to answer questions, or to solve problems.
- S-4.a-d. Understanding the risks associated with natural hazards; Risk analysis considers the type of hazard and is used to determine the options for reducing or eliminating risk. Using systematic approaches to thinking critically about risks and benefits; Making personal and social decisions based on these benefits and risks.

Introduction

Instructor reads/paraphrases: Today we're going to talk about emergencies. You have all heard stories or seen news reports about storms that make rivers rise and flood whole neighborhoods or towns, or hurricanes that are so fierce that people have to leave their homes to escape it, or huge wildfires that burn out of control and destroy any house that is in its way.

It can be scary to think about these things. Have you ever wondered what it would be like, and what you would do, if you were faced with a life-threatening emergency?
I'm going to tell you a true story, about a girl your age, who found herself in exactly that situation.

Imagine yourself on a wonderful vacation in a big hotel right on the beach. The white sand is warm under your feet and the ocean is sparkling with sunlight. Some people are looking for shells on the beach, others lie under the shade of umbrellas, and children splash in the waves.

Suddenly, the water in the ocean looks different. It bubbles on the edge and foam sizzles just like it's in a frying pan. The water is coming up on the beach but it isn't going out again. It comes in... and in... and in... closer to the hotel.

What is happening? In a few minutes, an enormously high, powerful wave- a tsunami – is going to cover the whole beach. There may be more huge waves after the first one. Anyone who is on the beach will be captured by the violent sea and they will probably drown. What a frightening thought!

In 2004, 10 year old Tilly Smith was on a holiday vacation with her family at a beach in Thailand, on the Indian Ocean. There were about 100 people on the beach that day, which happened to be the day after Christmas. Tilly noticed that the water began to look very strange. Tilly's teacher, Mr. Kearney, at Danes Hill School in England, had talked about tsunamis in Geography class and had showed a video that showed the signs of an oncoming Tsunami.

What Tilly had seen on the video was happening right in front of her, for real. She told her mother that a big dangerous Tsunami wave was coming. Her mother didn't understand and Tilly began to get hysterical. Tilly, her father, mother, and little sister rushed back to the hotel and told the staff about the warning signs of a tsunami. The hotel workers ran to the beach and spread the word about the giant incoming wave, caused by an earthquake many miles away across the Indian Ocean.

Everyone left the beach and they were all safe- saved by 10-year-old Tilly. Tsunamis caused by the 2004 earthquake killed more than 150,000 people around the perimeter of the Indian Ocean. But no one died on the beach where Tilly was.

You can be a hero like Tilly Smith by learning about the kinds of emergencies that can happen here and what to do in those situations. We're going to learn how to prepare your homes. It will be up to you to be the emergency preparedness leader in your family and to make sure that your household is ready for events that might happen. When you have done this, you will earn a certificate of achievement and you will be ready to help others- even your parents- handle different types of emergency situations!

Activity: The Adventures of the Disaster Dudes

Now I'm going to show you a video called "The Adventures of the Disaster Dudes" starring three children who are about your age.

SHOW PART I OF THE VIDEO. PAUSE/STOP VIDEO WHEN PROMPTED.

STOP #1: What is a real disaster? *Blizzard, flood, fire, ice storm, hurricane, tornado*

What is an emergency? *Power going out, car breaking down, small ice storm*

What is the difference between an emergency and a disaster? *Disasters are large scale and affect a lot of people across a large area. Emergencies are any event that affects your family. The video uses the word 'disaster' a lot, but when we talk about disasters and emergencies, we will usually use the word 'emergency' to cover every event where we want to be prepared. That is why this program is called "Student Tools for Emergency Planning"*

What are some of the ways disasters or emergencies affected the lives of the children in the video? *Girl's home burned while she was at a gymnastics meet; boy's apartment was destroyed and laundry was found on the roof; half a house was blown away*

What are other ways a disaster could affect someone?

Has anyone in the class experienced a disaster or emergency? What was it like? Were you prepared for it?

What kinds of disasters are possible in our state? *Snowstorms, ice storms, fires, flooding, hurricanes, rainstorms, tornadoes*

In the story I read before the video, Tilly Smith saved people's lives when she told others about something she learned in school. Is it possible for someone in this room to be a hero? What could you do that would help your family or friends in a time of trouble? Call 9-1-1 if you see a serious accident; tell

someone if you see something dangerous such as fire, downed wire, broken glass, suspicious activity, lightening, etc; provide information that could help your family prepare.

The video says “Grownups and kids have to take action quickly.” Why is it important to prepare for emergencies? *There may not be time to think about it when things happen suddenly; planning ahead makes people feel more confident that they can handle a difficult situation; we all have to be responsible for ourselves and the safety of our own families.*

Let’s go back to the video now....

RESUME VIDEO. PAUSE/STOP VIDEO WHEN PROMPTED.

STOP #2: The quiz show talks about what you need if there is no electricity or if you had to evacuate your home. If the power went out in your home or if you had to leave suddenly, would there be time to gather everything you needed? *Probably not; it can be hard to think clearly in an emergency*

Of the disasters we talked about- which are the most likely to happen here? *Floods, blizzards, ice storms, maybe hurricanes, fires or overturned freight cars or heavy snow on roofs that may lead to the roof collapsing. Please access the STEP website at www.riema.ri.gov/step for more information specific to your area.*

You don’t want to be running around your house looking for these things at the last minute. How could you and your family be prepared in advance? *Prepare an emergency kit and keep it handy. Have someone in the house (you) be in charge of emergency supplies that might be needed.*

There are a lot of ways you can find information about family emergency kits. Here is a family supply list with some suggestions. HANDOUT: WHAT GOES IN AN EMERGENCY KIT

Take a skim over this sheet. Do you have to go out and buy a lot of new things for your emergency kit? *No, many of these items are already in your house.*

It is important to know that every family is different and therefore every family emergency kit should be different as well. Will every family need everything on this list? *Some families with babies will need diapers, but some families will not need to put this item in their kits. Some families will have many of the items on the list already in their homes but other families may not want to buy everything and will have to prioritize the most important things. Some families have pets and others do not need pet food and supplies if they don’t have a pet. Most families will not put everything on this list in their emergency kit. The important thing is to pick the most important items and fill your emergency kit with what you can. Whatever you put in your kit may be your only resource if you have to leave your home suddenly. Let’s go back to the video and then you will have a chance to start planning what is important for your family’s emergency kit.*

RESUME VIDEO UNTIL THE END.

CONCLUSION:

The video talks about an emergency supply kit. What were some of the items that Chris put into his duffle bag emergency kit? *Flashlight, extra batteries, radio, canned food, water*

Do you ever need to change the items in your emergency kit? *Yes, flashlights may need new batteries, food and water may expire, and children may outgrow their spare clothes.*

The video talked about having a family meeting place near your house and another place outside of your neighborhood. Where might a good place to meet for your out-of-neighborhood meeting place and why? *Library, community center, church, favorite store; because it is important to find a familiar place that is safe and has people around that you trust and can help you if you need them to.*

Remember that it is important for everyone in the family to know where the meeting places are.

For homework, you will work with your family to create a family communications plan that will include designating these meeting places.

Why do you think the end of the video says “Kids, take charge!” *Grownups may not have time to think about these things; they may be busy with working, cooking meals, etc*

If you bring home information and talk about the importance of having an emergency kit and a communications plan, your parents will listen. Tilly Smith's parents listened when she told them the ocean looked like Tsunami was coming. The whole family needs to be involved in preparing for emergencies. What will you say to your family members tonight to explain why preparing is important?

Class Discussion

Note to Instructor: You may conduct this discussion directly after the video, or at a later time. Please bring in your own emergency kit or pictures of the items in it as a visual aid and be prepared to explain where you keep it in your home. The goal is for every student to assemble some emergency supply items into a box, container, or bag with their family members and to maintain this emergency kit throughout the year. Please designate a system to track the progress of your class assembling the emergency kits and/or require your students to verify whether they have been completed by the end of the school year. This system may include students bringing in one item each month to build their kits or have parents sign a sheet once they have put together their emergency kits as an extended homework assignment.

Please look at your handout called 'What Goes in an Emergency Kit'. I want you to take a few minutes now to silently circle 5-10 items that are most important for *your* family's emergency kit. If you finish before the time is up, write next to the circle if you have the item in your home and if so, where it is located now.

Call on a student. What are the most important items to you for your emergency kit?

Why? Why do you think it is more important to put _____ in instead of _____?

Why is it important to think about the kind of food you put in your emergency kit? *If your family members are allergic or don't like a certain kind of food, they won't eat it in an emergency.*

What if it is hard for a family to buy the items you want to include in their emergency kit? Can you think of some creative ways we all find these items without having to spend a lot of money? *Ask the dentist for an extra free toothbrush for your emergency kit when you get a cleaning; send a class letter to a PTO organization, local nonprofit, or grocery store asking for assistance and donations for everyone's family emergency kits.*

- ✓ Tip: Consider resourcing a local Emergency Manager or your state Emergency Management Agency to help the families of your students fill their emergency kits. See the additional resources page or view the website for state and local contact information.

What if you already have an emergency kit at home? Is there anything you can do now? *Yes, check to make sure items have not expired; consider assembling an emergency kit for a neighbor, friend, or relative; possibly plan to give emergency supply items as gifts for an upcoming holiday or birthday.*

Let's take a look at the emergency kit I put together with my family recently...EXPLAIN ITEMS;PASS THEM AROUND. Put on your critical thinking hats on for a minute. In what ways could I improve my family's emergency kit? Are there items that I should consider adding or taking away? Why?

From the movie we watched, we learned that it is important to have an emergency kit and a family communication plan. Can you name some of the steps that Chris read about in the emergency book?

Check smoke detectors; map two escape routes for every room in your home; post emergency numbers by the phone; designate a meeting place outside of your home; designate an out-of-neighborhood meeting place; write down family contact information; practice your plans.

Excellent job. You got almost all the steps. HANDOUT HOMEWORK ASSIGNMENT. This homework assignment outlines all of these steps and will help you lead a discussion with your family that will result in your family communications plan. HANDOUT FAMILY COMMUNICATION PLAN CARDS, FAMILY EMERGENCY INFORMATION SHEET. These three different things will compose your family emergency kit.

Do you think I want your family to fill out these family emergency cards so that you can hand them into me and I will hold on to them? *No, each family member should carry the same card with contact information on it. If an emergency happens, it is important for our families, not the teacher, to have this information.*

You are responsible for initiating these important activities at home. You will be the one who is preparing your home for emergencies! How can you make sure that every family member will remember your communications plan? *Practice the plan; suggest family members carry their cards and other important information in a wallet or purse that they carry with them often; post the emergency information sheet in a prominent location in the home, post 'in case of emergency' and other emergency contacts into cell phones.*